



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Part I – Deadlines and Important Information

- Submission deadline: **December 1, 2017**
- The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.
- Integrated fiscal reports will be required on an annual basis.
- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.
- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.
- Identify one individual and an alternate to serve as the point of contact for your college.

PROGRAM INTEGRATION

The integrated SSSP/Student Equity/BSI program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. In coming years, the Chancellor's Office intends to pursue changes in Education Code and title 5 regulations to achieve even greater integration and alignment of the three programs in subsequent planning cycles.

Plans are to be developed in consultation with students, staff, administrators, faculty, Academic Senate, and members of the community as appropriate. Your plan must be adopted by the governing board of the community college district and submitted to the Chancellor's Office by December 1, 2017. A separate plan must be submitted for each college in the district.

DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges. The Chancellor's Office will explore and develop mechanisms and tools over the coming months to assist and support colleges in their data analysis effort, although colleges should proceed with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.



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Although you are not required under this plan to submit your data, analysis, and each goal you set, Education Code requires that you analyze data and develop goals to address the following and to retain that information as part of your institutional records:

- Goals for the general population and for identified student groups, disaggregated by gender, as well as activities designed to address disproportionate impact using one of the Chancellor's Office-approved methodologies. Education Code requires that colleges analyze data for the following student groups and, if appropriate, develop subgroup-specific goals: current or former foster youth, students with disabilities, low-income students, veterans, American Indian or Alaskan Native, Asian students, black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race, and more than one race.
- Success rates for students with basic skills needs using Basic Skills Cohort Tracker data that show (1) the number of students successfully transitioning to college-level mathematics and English courses, and (2) the time it takes students to successfully transition to college-level mathematics and English courses.

In addition, the following data should inform your planning:

- Trends for incoming students related to engagement in the following activities: (1) orientation, (2) assessment, and/or (3) education planning.
- The number of students on academic or progress probation, referred to follow-up interventions or services, and successfully moved from probation—disaggregated into the student groups that must be included in your disproportionate impact analysis.
- The number of noncredit CDCP certificates awarded, if applicable.
- Noncredit course success data, such as the percentage of students earning a grade of pass (P) or satisfactory progress (SP), if applicable.
- The number of students who transition from noncredit to credit.



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Part II – Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS

Questions 1 & 2 focus on what you **have accomplished during the 2015-16 planning cycle.**

1. Assess your college’s previous program efforts:
 - a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

Goal	Progress
<p>Basic Skills Goal A: Establish a robust tutoring program including walk-in tutoring, course-embedded tutoring, and online tutoring</p>	<ul style="list-style-type: none"> • The College provides tutoring across the curriculum to address the basic skills needs of students in any pathway. Online, embedded and walk-in tutoring is provided by in-house tutors and is supplemented by Smarthinking 24/7, an online service.
<p>Basic Skills Goal B: Establish a basic skills learning community to coordinate the movement of students from basic skills English, math, and ESL into transferable courses within a defined timeframe.</p>	<ul style="list-style-type: none"> • The College is exploring the movement toward a guided pathways framework. Departments such as English, math, and ESL are in constant dialog about how to articulate clear pathways for students. While there is not yet an identified basic skills learning community, the College is making progress toward identifying basic skills pathways and examining how to reduce points of departure.



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<p>Basic Skills Goal C: Establish a robust reading program to support students' development to become critical readers, thinkers, and problems solvers.</p>	<ul style="list-style-type: none"> ● READ C100 (College Reading) continued to be offered as an online, transferable course. READ C102 (Critical Reading) has been submitted to the CSU for consideration for A3 critical thinking approval. The College continues to support English C091-C096, a five- course basic skills reading sequence to bolster the reading abilities of students who are generally dually-enrolled in ESL.
<p>Basic Skills Goal D: Expand the reach of course embedded tutoring and supplemental instruction to support all critical classes that assist basic skills students to successfully complete coursework leading to completion.</p>	<ul style="list-style-type: none"> ● Coordination of writing tutoring and course-embedded tutoring for critical classes in humanities.
<p>Basic Skills Goal E: Expand ongoing professional learning for tutors and faculty to improve the quality and effectiveness of learning assistance.</p>	<ul style="list-style-type: none"> ● Supported participation in professional learning communities of practice via 3CSN, RP Group, and ACTLA. Several tutors attended Tutor Expo to learn effective practices regarding postsecondary learning assistance.
<p>SSSP Goal A: Increase student access to orientation, assessment for placement, counseling, advising, and other education planning and follow-up services.</p>	<ul style="list-style-type: none"> ● Increase student access to orientation, assessment for placement, counseling, advising, and other education planning and follow-up services. ● Registration events were held to help students complete enrollment process including live orientation, assessment, student educational plan (SEP), and register for classes in one day. ● Developed an incarcerated student orientation DVD and booklet.



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	<ul style="list-style-type: none"> ● A pilot program for retaking the assessment test was launched. ● Special Programs and Services developed an assessment and placement procedure for students with substantial disabilities. ● Counselor’s hours were increased in order to better meet the needs of students requiring SEP’s. The College continues to offer SEP Workshops for students to gain assistance regarding educational planning and for counseling questions to be answered. ● Participated in Freshmen Priority Registration events at local high schools to proctor assessment tests. ● English and math faculty reviewed components of the Common Assessment Initiative. ● Developed a non-credit Student Educational Plan. ● Counselors conducted presentations to help students transition from non-credit courses to credit courses.
<p>SSSP Goal B: Improve persistence and retention.</p>	<ul style="list-style-type: none"> ● Developed an online probation video. ● Developed readmission re-entry workshops.
<p>SSSP Goal C: Improve completion rates.</p>	<ul style="list-style-type: none"> ● Provided students with an abbreviated SEP. ● Provide students with a comprehensive SEP. ● Developed Associate Degrees for Transfer (ADT) ● Developed road maps for majors.



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<p>Student Equity Goal A: Improve access for the target populations identified in the college research as experiencing a disproportionate impact. (Hispanic & Veterans students).</p>	<ul style="list-style-type: none">● The college made an active effort to increase outreach in the surrounding community to increase access to underrepresented students. Outreach was conducted at local high schools that have a high population of disproportionately impacted students. Partnerships with high schools and community agencies were strengthened. New partnerships were established with community agencies and other local charter high schools in order to increase awareness of what Coastline has to offer. Presentations were also conducted at local community agencies, fairs and events.● Organized events to increase student engagement.● Connected students to mental health services, facilitated life skills training, and other community resources.● Proctored assessment tests at local high schools.● Co-sponsored the annual Latino Youth Leadership Academy to foster connections with youth in the community and encourage them to attend College.● Supported professional development to help staff learn more about increasing access to disproportionately impacted students.● Supported communication expenses for incarcerated students.
<p>Student Equity Goal B: Improve course completion for the target populations identified in the college research as experiencing a disproportionate impact. (African American, Pacific Islander, and Foster Youth students).</p>	<ul style="list-style-type: none">● Textbook support was provided to students experiencing a disproportionate impact to ensure that students had all the textbooks before the start of their classes.● Provided intrusive academic counseling and referrals to community agencies to students experiencing a disproportionate impact.



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<p>Student Equity Goal C: Improve ESL and basic skills completion for the target populations identified in the college research as experiencing a disproportionate impact. (Hispanic, Asian and DSPS students).</p>	<ul style="list-style-type: none"> ● Provided students with study skills workshops. ● Coordinated learning assistance opportunities for basic skills classes.
<p>Student Equity Goal D: Improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact. (Hispanic, Asian, and Female students).</p>	<ul style="list-style-type: none"> ● Provided students with additional academic support services and resources such as preparing students for their counseling appointments and teach them how to navigate the online degree audit system. ● Provided additional counseling to at-risk students. ● Planned and delivered parent education workshops to support the role of the parent in student success.
<p>Student Equity Goal E: Improve university transfer for the target populations identified in the college research as experiencing a disproportionate impact. (First-generation, Hispanic, Asian, and Foster Youth students).</p>	<ul style="list-style-type: none"> ● Scaled counseling support, resources, and activities for disproportionately impacted students to transfer to universities. ● Held additional workshops on the transfer process and offered a hands on workshops to students experiencing a disproportionate impact.

b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)

Our success has been due to:

- Increased outreach efforts.
- Scaled student support services and resources.
- Invested in new technology.
- Reviewed and revised policies, curriculum, procedures to eliminate barriers to success.



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- Improved access to instructional materials.
- Expanded support personnel to meet the needs of all students with emphasis on disproportionately impacted students.
- Institutional commitment to sustaining program and services.
- Commitment ongoing professional learning opportunities.

c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)

Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
<p><i>Example:</i></p> <p><i>Increase completion and persistence through the English Developmental Sequence</i></p>	<p><i>Provide extended orientation and assessment prep courses/workshops</i></p>	<p><i>Provide extended orientation and assessment prep courses/workshops</i></p> <p><i>Redesign the dev. ed. sequence</i></p>	<p><i>Pilot prep courses through the first year programs or specific bridge programs</i></p> <p><i>Redesign the dev. ed. Sequence</i></p>



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<p>Increase academic achievement rates in all levels of math and English while decreasing the time to completion.</p>	<ul style="list-style-type: none"> ● Piloted retest policy, which allowed students to retake the assessment test(s) more frequently. ● Piloted and scaled multiple measures placement for incoming students. 	<ul style="list-style-type: none"> ● Provided proactive counseling and faculty-student interaction. ● Required incoming students to enroll in the appropriate Math and English sequence in their first semester. 	<ul style="list-style-type: none"> ● Provided a pre-assessment bootcamp to improve placement outcomes and completion in math and English.
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2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor’s Office will use this information to assist in dissemination of effective practices to other colleges.

Redesign of the institutional assessment process to optimize placement and reducing the time to completion. In an effort to close achievement gaps the following strategies were employed:

- New assessment retake policy
- Implementation of Multiple Measures
- Post-assessment Writing Academy
- Post-assessment Math Bootcamp

FUTURE PLANS

Questions 3-8 address the 2017-19 planning cycle.

3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics. For example:

- Basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses.
- Closing achievement gaps for disproportionately impacted groups.



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- Improving success rates in degree attainment, certificate attainment, and transfer.
- Improved identification of and support for students at-risk for academic or progress probation.
- Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness
- Improved noncredit student success for those with noncredit offerings (e.g., CDCP certificates awarded, course success, and noncredit-to-credit transition)

Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs). Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills.

Complete the table on the next page. Add rows as needed to list all five goals.

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
<i>Example: Increase completion and persistence through the English Developmental Sequence</i>	<i>Provide extended orientation and assessment prep courses/workshops</i>	<i>Provide extended orientation and assessment prep courses/workshops Redesign the dev. Ed. sequence</i>	<i>Pilot prep courses through the first year programs or specific bridge programs Redesign the dev. Ed. sequence</i>	<i> ° Access ° Retention ° Transfer ° ESL/Basic Skills Completion ° Degree & Certificate Completion ° Other: _____ _____ </i>



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<p>Increase academic achievement rates in all levels of math and English while decreasing the time to completion.</p>	<p>Promote Assessment Academy for placement test preparation . Expand implementation of Multiple Measures.</p>	<p>Launch ESL/Basic Skills cohort program that includes group tutoring, online tutoring, intrusive counseling, faculty-student interaction.</p>	<p>Promote Assessment Academy for placement test preparation.</p>	<p> <i>Retention</i> <i>Transfer Rate</i> <i>ESL/Basic Skills Completion</i> <i>Degree & Certificate Completion</i> <i>Other: _____</i> _____ </p>
<p>Close academic achievement gaps to increase retention, persistence, and degree completion.</p>	<p>Provide comprehensive orientation and counseling. Expand implementation of Multiple Measures.</p>	<p>Provide comprehensive orientation. Offer a learning community for underrepresented students. Provide additional foster youth services. Arrange textbook support. Establish food pantry. Expand implementation</p>	<p>Provide web resources for tutoring. Arrange textbook support.</p>	<p> <i>Access</i> <i>Retention</i> <i>Transfer</i> <i>ESL/Basic Skills Completion</i> <i>Degree & Certificate Completion</i> </p>



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		of Multiple Measures.		
Increase access to support services and programs in order to help students identify and achieve their educational goals.	<p>Increase counseling accessibility through web based technology.</p> <p>Provide Student Success Workshops.</p> <p>Deliver the College Orientation Online.</p> <p>Coordinate events for new incoming students to complete the matriculation components.</p> <p>Implement onboarding system.</p>	<p>Implement early alert system.</p> <p>Administer software to optimize college course selection.</p>	<p>Scale support for learning assistance in multiple modalities including 24-7 web support.</p>	<ul style="list-style-type: none"> " Access " Retention " Transfer " ESL/Basic Skills Completion " Degree & Certificate Completion



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	<p>Utilize transcript evaluation software.</p> <p>Develop student app to increase student engagement.</p>			
<p>Strengthen all aspects of community engagement at the College.</p>	<p>Administer placement tests at local high schools.</p> <p>Promote student app to increase student engagement.</p>	<p>Strengthen relationships with local K-12 partners and transfer institutions to expand community awareness of Coastline.</p> <p>Increase student outreach and recruitment efforts.</p> <p>Inform students of student life opportunities.</p> <p>Coordinate information sharing and</p>	<p>Strengthen relationships with local K-12 partners to expand and deliver learning assistance.</p>	<ul style="list-style-type: none"> “ Access “ Retention “ Transfer “ ESL/Basic Skills Completion “ Degree & Certificate Completion



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		<p>resources from community agencies.</p> <p>Plan community events at the college to build awareness and strengthen relationships.</p> <p>Develop and deliver workshops for parents of 1st generation college students.</p>		
<p>Identify and eliminate institutional barriers to student educational goal completion.</p>	<p>Redesign the academic probation process to support student success.</p> <p>Expand implementation of Multiple Measures.</p> <p>Facilitate transition</p>	<p>Implement early alert system.</p> <p>Embed just-in-time support services in all areas of student life.</p> <p>Expand implementation of Multiple Measures.</p> <p>Provide access to technology.</p>	<p>Facilitate student success workshop.</p> <p>Offer textbook support.</p> <p>Provide universal access to learning assistance.</p>	<p>“ <i>Retention</i></p> <p>“ <i>Transfer</i></p> <p>“ <i>ESL/Basic Skills Completion</i></p> <p>“ <i>Degree & Certificate Completion</i></p>



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	from noncredit to credit courses.	Offer textbook support.		
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4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish your student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max)

The College has prepared to accomplish the integration of matriculation, instruction, and student support by appointing a Basic Skills, SSSP, and Student Equity Integrated Planning group (BSI/SSSP/SE) which is comprised of members representing multiple areas of the college, including students, full and part-time faculty, and staff. This workgroup is a subgroup of the Student Success Committee and is charged with aligning the goals of the categorical funds. Additionally, this workgroup is responsible for aiding and guiding faculty and staff in the development and execution of initiatives from an integrative approach that correspond with the integrated goals.

The BSI/SSSP/SE Integrated Planning group began outlining a process to redesign the College's system for requesting funding from the independent categorical funds. In a series of meetings and discussions attended by members representing all constituencies of the College, the initial procedure was developed. Information regarding the process was presented to multiple committees for review which culminated in a college-wide open forum for all stakeholders.

The process for developing new initiatives is in place and has been vetted by all constituency groups at the College. The process includes a call for initiatives which is embedded in a request for funding. The submitted requests must establish initiative alignment with the integrative goals of the categorical funds. Additionally, the submitted requests are required to identify the targeted student population that will benefit from the initiative, measurable outcomes, internal and/or external data and evidence to support the initiative, a proposed budget, and timeline for completion. Other elements of the funding requests consist of a history of previous funding if applicable to avoid and mitigate supplanting. After the call period has closed, the funding requests are reviewed, scored, and ranked by the BSI/SSSP/SE Integrated Planning group using the criteria above. After initial scoring and ranking the campus directors of the categorical funds review the request again to ensure alignment with the integrated goals and determine feasibility. Based on available funds, the scoring, ranking, and review of the requests, submitters are notified and their initiatives are funded.



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The process outlined above is new. The BSI/SSSP/SE Integrated Planning group will engage in a cycle of revision at their bi-weekly meetings.

5. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment (250 words max)

The ESL program offers non-credit courses at entry level that allows students to attain necessary academic, language, and job ready skills. Additionally, the program prepares students for assessment and transition into transfer level courses. The College's Adult Education program is also noncredit and provides short term certificates in job skill readiness for ESL and students with Intellectual Disabilities. In addition to the ESL and Adult Education Programs, the College offers a program to adult students with Intellectual Disabilities (ID). This program serves students who have developmental, intellectual and other neurodevelopmental disabilities including Autism Spectrum Disorder. The ID Program offers courses that assist students in transitioning to independent living goals such as securing employment and finding the least restrictive living environment suitable for their needs. Courses include real world application topics such as consumer skills, personal and social development, critical thinking, and food prep. The ID Program is awaiting approval from the Chancellor's office for two vocational programs developed specifically to guide the students toward jobs in horticulture and porter services (residential/commercial janitorial). These programs will provide training in the skills specific to these vocations while also preparing the students to seek, interview and accept positions in these fields.

6. Describe your professional development plans to achieve your student success goals. (100 words max)

The College is moving toward the development of a unified professional learning framework so there is greater connection among the Faculty Success Center, Professional Development Institute, and the College-wide Professional Development Committee. Professional development opportunities will continue to be identified, presented and funded for the purposes of attaining, implementing and sharing best practices. Staff and faculty will continue to participate in professional learning to achieve our student success goals. In addition, professional development funded with SE/BSI/SSSP funds will be tied to an initiative to ensure that progress is being made towards achieving our student success goals.



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7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)

The College develops an annual Equity and Success Research Report that is disseminated to College planning committees and councils. Additionally, the College conducts disproportionate impact on student success and retention data at the subject-level through the annual Program Review process. The Program and Department Review process is the College's primary planning process used for initiative development for all programs and departments.

Additionally, the College utilizes key performance indicators (KPIs), which includes the statewide scorecard, academic and institutional data to evaluate progress. The Student Success Committee engages data in discussions to support continuous improvement. This information is disseminated and shared in open planning forums and through the College governance committee (e.g., Academic Senate, Instructional and Student Services Wing Planning Councils).

The College utilizes key performance indicators (KPIs) to evaluate progress. Metrics for credit student success include Fall-to-Fall persistence, Basic Skills English and math progression within the first 30 credits, and degree and/or certificate completion. Progression metrics will also be used to measure success goals for noncredit students. These metrics will include noncredit-to-credit progression and completion of occupational certificates.

8. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)

District-wide administrative processes and policies have been implemented for:

- SSSP Exemptions
- Assessment and Placement
- Orientations
- Repeats and Appeals
- Pre-requisites and Co-requisites
- MIS and SARS Coding

The BSI/SE/SSSP Coordinators from all three colleges will meet at least once per semester to further integrate efforts. All coordinators are highly active at the region level.

At the college level, the BSI/SE/SSSP Coordinators meet weekly to discuss planning logistics. Monthly meetings are also held with Title III and Adult Ed to discuss project updates and future plans. Collaboration with sister colleges continues for onboarding, data analytics, online appointments and technology linkages for MIS reporting.



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9. Using the document “BSI SE SSSP Integrated Budget Plan 2017-2018” and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.

10. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college’s executive summary below:

2014-15, 2015-16 and 2016-17 Student Equity Goals Expenditures and Assessment of Progress

Student Equity Goal A: Improve access for the target populations identified in the college research as experiencing a disproportionate impact. (Hispanic & Veterans students).

Previous Expenditures: During the 2014-15, 2015-16 and 2016-17 Student Equity funds were used to increase counseling availability, scale outreach efforts and provide a learning community to disproportionately impacted students. Funds were also utilized to scale the EOPS program in order for more disproportionality impacted students to have access to the EOPS services.

Progress: As a result of the outreach efforts, Hispanics and Veterans are no longer disproportionately represented at the college. A report created by Coastline’s Department of Institutional Effectiveness demonstrates the following as it relates to access:

Within District Access

While the male student population was not disproportionately impacted for within district access in fall 2014, they were in fall 2016 (proportionality index=77.4%). In contrast, the Hispanic within district population was disproportionately impacted in fall 2014 but was not in fall 2016. Additionally, the White, Non-Hispanic population was consistently disproportionately impacted across the fall terms, relative to the within district California population.

Out of District/California Access

The out of district/California data displayed disproportion in access for the female population from fall 2014 to fall 2016, as well as for the Hispanic population for fall 2014. However, out of district Hispanics served by Coastline were not disproportionately impacted in fall 2016. There also existed a disproportion in the access of the out-of-district White, Non-Hispanic population during fall 2016, whereas there wasn’t two fall terms prior.



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2017-2019 Activities: The college will continue working on increasing access to historically disproportionately impacted students by continuing to scale outreach efforts. Staff will continue to work with local high schools, community agencies and other organizations to increase the visibility of Coastline Community College.

2017-2019 Budgeted Resources: In order improve access an additional full-time staff were hired to work with Veterans, Foster Youth and other disproportionately impacted students.

Student Equity Goal B: Improve course completion for the target populations identified in the college research as experiencing a disproportionate impact. (African American, Pacific Islander, and Foster Youth students).

Previous Expenditures: Textbook support was provided to students experiencing a disproportionate impact to ensure that students had all the textbooks before the start of their classes. Funds were also used to provide intrusive academic counseling and referrals to community agencies to students experiencing a disproportionate impact.

Progress: The disproportionate impact to foster youth and African American students has decreased. However, foster youth and African American students remain disproportionately impacted. It is the intention of the college to scale the services provided to foster youth and African American students during the upcoming two years in order to address this disproportion. Specifically the data shows the following:

Overall Successful Course Completion

The African American student population continued to be disproportionately impacted in overall successful course completion from fall 2014 to fall 2016; however, the proportionality index increased from 72.9% to 77.4% during the two years. Additionally, foster youth remained equally disproportionately impacted in overall successful course completion in fall 2014 (76.1%) and fall 2016 (76.0%).

2017-2019 Activities: Moving forward student equity will continue to provide disproportionately impacted students with textbook vouchers. In addition, in order to be eligible for a textbook voucher students must meet with a counselor first. This will ensure that disproportionately impacted students are aware of all the resources that are available to them to successfully complete their courses.

2017-2019 Budgeted Resources: Student Equity Funds have been allocated to fund book vouchers.

Student Equity Goal C: Improve ESL and basic skills completion for the target populations identified in the college research as experiencing a disproportionate impact. (Hispanic, Asian and DSPS students).



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Previous Expenditures: Funds were used to support the hiring of Instructional Associate's who are responsible for coordinating learning assistance opportunities for basic skills classes.

Progress: The College's Student Equity reports that there is no disproportionate impact to the groups identified in the 2014-16 plan. While this may be a result of coordinating learning assistance in basic skills classes, the college will continue focus on the issue to ensure that these student groups are not disproportionately impacted in the upcoming years. However, recent data shows that there are students in particular age groups that are being disproportionately impacted. The specifics can be found below.

Basic Skills English Completion

The 30 to 34, 40 to 49, and 50+ age groups were disproportionately impacted in basic skills English completion for the 2008-2009 cohort with proportionality indices of 76.0%, 58.0%, and 51.3%, respectively. Two cohorts later, the 30 to 34 and 50+ age groups continued to be disproportionately impacted with 79.5% and 50.0% proportionality indices, respectively. The 40 to 49 age group, however, was no longer disproportionately impacted in the 2010-2011 cohort.

Basic Skills Math Completion

The African American population was disproportionately impacted in basic skills math completion in the 2008-2009 cohort (63.9%), as well as in the 2010-2011 cohort (67.0%). The 35 to 39 age group was disproportionately impacted in the 2008-2009 cohort; however, this disproportion did not exist two cohorts later. The 40 to 49 and 50+ age groups were also disproportionately impacted in the 2008-2009 cohort and continued to be disproportionately impacted in the 2010-2011.

Basic Skills ESL Completion

While the 30 to 34 age group was disproportionately impacted in basic skills ESL completion for the 2008-2009 cohort (68.9%), they were not for the 2010-2011 cohort (102.9%). The 35 to 39 age group was disproportionately impacted in the 2010-2011 cohort (62.8%), whereas they were not two cohorts prior (120.3%).

2017-2019 Activities: Launch ESL/Basic Skills cohort program that includes group tutoring, online tutoring, intrusive counseling, faculty-student interaction.

2017-2019 Budgeted Resources: Student Equity funds will continue to support the hiring of 2 Instructional Associates.

Student Equity Goal D: Improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact. (Hispanic, Asian, and Female students).



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Previous Expenditures: Funds were used to support the Parent Academy to help increase parents understanding of student's journey at Coastline. Funds were also used to support the enrollment of students in the STAR 2.0 program, which is a program that focuses on helping students transfer within two years.

Progress: Based on the most current report on degree completion there continues to be a disproportionate impact to Hispanic, Asian and female students. Specifically, the data shows:

Degree Completion

The unknown gender population was disproportionately impacted in degree completion in 2013-14, relative to their degree-seeking counterparts; however, they were not in 2015-2016. Additionally, while the American Indian and Hispanic populations were not disproportionately impacted in 2013-2014, they were in 2015-2016. In contrast, the unknown ethnicity population was disproportionately impacted in 2013-2014 in degree completion, while they were not two years later. The 19 or less, 20 to 24, and 25 to 29 age groups were disproportionately impacted from 2013-2014 to 2015-2016. Lastly, the foster youth population was disproportionately impacted in 2013-2014 (proportionality index=20.3%); however, the proportionality index for this population increased to 95.3% two years later.

Certificate Completion

While the female population was not disproportionately impacted in certificate completion in 2013-2014, they were in 2015-2016, with a proportionality index of 78.3%. Also, while the proportionality index for the Asian student population increased from 2013-2014 to 2015-2016, this population remained disproportionately impacted. The 20 to 24 and 35 to 39 age groups were disproportionately impacted in certificate completion in 2013-2014; however, they were not two years later. In contrast, the 25 to 29 age group was disproportionately impacted in 2015-2016, whereas they were not two years prior.

2017-2019 Activities: The college plans to continue offering offering a learning community for disproportionately impacted students. In addition, the college plans to provide additional foster youth services.

2017-2019 Budgeted Resources: Student Equity funds will continue to be used to fund 2 Instructional Associates. Moving forward Student Equity funds will be used to support the hiring of an hourly staff member that can closely monitor foster youth. Funds have also been earmarked for foster youth textbook vouchers.

Student Equity Goal E: Improve university transfer for the target populations identified in the college research as experiencing a disproportionate impact. (First-generation, Hispanic, Asian, and Foster Youth students).

Previous Expenditures: In order to improve university transfer a full-time EOPS Counselor was



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hired at the end of the 2015-2016 academic year. For Coastline's EOPS program the hiring of this counselor was critical since all other counselors assigned to work with EOPS were adjunct counselors.

Progress: The data demonstrates that there is Hispanic students are no longer disproportionately impacted in this area. However, it appears that the disproportion among the EOPS students is growing.

Transfer Velocity

The comparison of the transfer velocity data indicates a consistent disproportion for the age 40 to 49 population across cohorts. Additionally, there were disproportions among males, Hispanics, and the 25 to 29 and 35 to 39 age groups for the 2007-2008 cohorts; however, these groups were not disproportionately impacted in the 2009-2010 cohort. Additionally, while there were disproportions among EOPS students for the 2007-2008 and 2009-2010 cohorts, the population size was large enough in the 2009-2010 cohort to be considered a true disproportion.

2017-2019 Activities: Continue to offer STAR 2.0. The STAR Program at Coastline Community College uses a cohort-based model for students pursuing Business Administration, Communication Studies, Psychology, Sociology and History. The goal of STAR 2.0 is to help students transfer in the shortest time possible. STAR 2.0 guarantees classes for a full two-year program, includes embedded tutoring in key courses and offers additional counseling support.

2017-2019 Budgeted Resources: Student Equity funds staff members who are focused on recruiting students for the STAR program. Student Equity will also be used to offer additional counseling support for STAR students.

11. What support from the Chancellor's Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?

Continued seminars from the Chancellor's Office as well as a network of contacts would be helpful to support the College and its student success efforts. It is also recommended that the Basic Skills Cohort Tracker undergo revision or updating to ensure its reporting is capturing the movement of students and eliminating extraneous factors which may skew the interpretation of data.

12. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:

Point of Contact:



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

President, Academic Senate

Date

Email Address